



Issue 7

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It is my privilege to open up the re-christened IET Journal, and rename it the IMT Journal! While we'll eventually have a broader focus – linked to training in BCT/OSUT, AIT and BOLC – we need all Commanders and their teams to help us expand our professional dialogue. I'm sure we'll soon be receiving entries from others across the IMT areas of expertise.

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But until then, I might offer a suggestion for those who are outside the realm of Basic Training to take a hard look at the articles in this edition. LTC Dean Weiler's article on "Attack the Wait" is certainly applicable to all aspects of IMT...and to many areas in the operational Army as well! LTC Bryan Hernandez's open letter to all his Drill Sergeants could – with some adaptation – be a model for any leader addressing his or her cadre throughout IMT. COL Craig Currey has done an excellent job in describing Resiliency, and this is something that ALL of us need to know more about as we begin executing the CSA's program on Comprehensive Soldier Fitness. And while Dr. Kelly Williams and LTC Sonya Cable are describing issues with Rest and Recovery in the trainee, this is certainly an issue applicable to all areas within the training base.

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While you're reading these and the other articles in this month's journal, ask yourself what issues you're facing that you may want to share with others in IMT...whether it be how to better train Soldiers in First Aid, or how to certify you cadre (whether those cadre are Drill Sergeants, AIT Platoon Sergeants or Squad Leaders, or Cadre teaching BOLC), how to make improve the quality of life of your trainers and their families, or what you're doing to improve your teaching methods of critical skills. Only you can help us to expand this journal.

So while you're thinking about what you'll submit for your article, let me give you a SITREP on some things going on in IMT...

This is an exciting time to be involved with what I think is the most important Line of Operation within TRADOC; we are the ones tasked with generating the forces for our national defense during a time of persistent conflict! What an awesome responsibility, which comes with the requirement to get a lot of things "right". In the last few months:

- We've been able to address the basic building blocks of each Soldier's proficiency by revising the Warrior Tasks and Battle Drills. We hope to get a blessing from the CSA on the recommendation by the first part of January, after all the Army Commands bless off on our recommendations.
- A super team of individuals are revising our Basic Combat Training POI...a demanding job, which normally takes two years to complete. We hope to have that completed in a few months.
- The DBCT and the Army Physical Fitness School has re-written TC 3-22.20, and we've refocused our efforts on incorporating Standardized Physical Training in our formations, to improve Physical Readiness while reducing injuries to our Soldiers.
- Ft Benning has provided a recommendation for standardizing Basic Rifle Marksmanship and Ad-

## DCG-IMT cont...

vanced Rifle Marksmanship – something that is applied across all of IMT and the Operational Force – and we hope this effort will provide precision and rigor in how we train this most valuable skill. They are also tackling a revision of Combatives, to make those more relevant to our current combat environment.

- Many of our AIT sites are relooking their POIs, to ensure continued relevance and the focus on the right skills for each Branch and MOS.
- We've executed a Lean Six Sigma evaluation of all our Reception Battalions, and we'll be conducting an AAR in January at Ft Knox to share effective and efficient techniques.
- We've concluded the last of BOLC II, and incorporated all skills into BOLC B. That course has already started at some locations, but it will be in place at all by mid-March.
- We've engaged with the Army Center for the Professional Military Ethic at West Point to help us develop a more standardized, effective, and consistent method to train values to our Soldiers.
- But in my view, the most important thing we've accomplished in the last few months with the establishment of the DCG-IMT is the initiation of valuable cross-talk and chatter throughout the command. Please keep that up!

The Old 8<sup>th</sup> Infantry Division used to have a motto: *Soldiers are Our Credentials*. As we go about evolving our training, relooking our relevancy, and trying to improve the Quality of Life of our trainers, I'd ask all of you to constantly remind yourself that the Soldiers and Junior Officers who leave our facilities are a reflection on us...so I'm going to steal that motto as a reminder that what we do shines through in the actions of those we graduate from across IMT.

## Rest and Recovery: An Overlooked Key to Performance

By: Kelly W. Williams, PhD  
& LTC Sonya Cable, MBA, RD, LDN  
Experimentation and Analysis Element

Physical readiness training to prepare Soldiers for the rigors of future combat assignments has been a much discussed topic in the IET environment. In surveys and interviews with leaders returning from duty in Iraq, the need for more physical training in IET was a top preference. Leaders felt the most important attributes that Soldiers could bring to a new unit were discipline, physical fitness, respect, financial skills, and a motivated attitude. So with an emphasis being placed on physical readiness, it is imperative for commanders in IET to maximize training to produce physically fit Soldiers.

For the past twenty years, sports teams have adopted training strategies that have maximized performance while reducing injuries. With professional athletes routinely making six and seven figured salaries, the cost of losing an athlete or of losing a number of games due to poor training strategies can cost an owner millions of dollars in lost revenue. In an IET setting, there are tangible costs involved with poor training strategies (rehabilitation of injured Soldiers, disability, attrition, and in some cases, the death of a Soldier in training). In a combat setting, the cost may be the lives of Soldiers or victory on the battlefield. The stakes are enormously high.



## Rest and Recovery cont...

The most effective training strategies that have stood the test of time and research are multidimensional in nature. These include exercise choice, the proper volume and intensity of exercise, nutritional interventions, psychological conditioning, and rest and recovery. Standardized Physical Training and the newer Physical Readiness Training programs were developed to answer problems with exercise selection, volume, and intensity of exercise. Various other Army components address the psychological conditioning of Soldiers and resilience. For the purposes of this article, the key component that will be discussed is the aspect that has not been in the limelight: rest and recovery. Without the proper amount of rest for recovery, the body will not adapt. Eventually, the weakest link, be it physical, mental, or emotional, will break.

In the “Old Army,” the underlying strategy of basic training was to break Soldiers down and then rebuild them into the Army mold. Part of the breaking down was physical in nature and manifested itself in corrective action exercises immediately upon stepping off the bus at the reception station. These exercises continued on throughout the course of training coupled with early morning physical training, under the assumption that breaking down a muscle will cause that muscle to rebuild itself and become even stronger. More was always better. This methodology became legendary and was reinforced by the public media in movies and television (the opening credits to Arnold Schwarzenegger’s “Conan the Barbarian” opened with a quote from Nietzsche: “That which does not kill us makes us stronger”). If a person broke, he was weak and could easily be replaced by other conscripts.

There is no longer a draft. The Army is voluntary, and in a time of war, individuals who do enlist have something driving them into the Army. As the pool of recruits continues to shrink, newer, more modern strategies need to be put into place. This approach is especially true since the Army is no longer a homogenous grouping of young males who were physically active prior to entry into the Army. Now, there is a mix of males and females, young and not-so-young, completely sedentary and athletic, with wide variations in discipline, motivation, and feelings of self-worth. As much as commanders would love to address these new recruits as “Soldiers,” “Warriors,” or “Soldier-Athletes,” and magically have them become the embodiment of those terms, the truth of the matter is that recruits come into the Army as generally unfit civilians. Creating “Soldiers” takes time and effort that only begins in IET.

Let’s get to the gist of the problem: how much rest does it take to recover, and how do you maximize it? As with all researchers, I’m going to tap dance a bit. Lots of factors affect the time it takes to recover from a single bout of exercise. The initial return of the body to homeostasis (heart rate and breathing return to normal, catecholamines taken back up) is relatively rapid, but is still dependent on the entry level fitness of the Soldier. Complicating things further is the energy system being worked: is the work being performed primarily aerobic in nature (ability group runs, foot marches) or anaerobic (calisthenics, sprints, most Warrior Task and Battle Drills, obstacle/confidence courses, corrective action)? And if anaerobic, is it primarily within the phosphagen (Adenosine Triphosphate-Creatine Phosphate) system or is it in the system incorporating fast glycolysis (end product of lactic acid)? Add into that mix differences related to the specific muscle groups worked, muscle fiber types worked, the age of the Soldier, the training experience of the Soldier, the sleep status of the Soldier, the nutritional status of the Soldier, and the hormonal status of the Soldier, and you have a daunting task related to recommendations related to recovery. With that in mind, here are some key factoids:

- Sleep: the number of hours required varies between individuals and is genetic in nature. Sleep is vital for recovery.
  - Quality of sleep is probably of more importance than total length of time. The body repairs itself in deep sleep, secretes more growth hormone, and “reboots” the brain for coming events.
  - Sleep deprivation accumulates over time. Missing one hour of sleep each day leads to 7 hours of sleep deprivation in a week. After 5 weeks of such deprivation, cardiovascular function may decrease up to 11%. By week 7, the decline can be up to 20%.
  - It takes 4-5 days to adjust to a new bedtime, so Soldiers coming into training who are used to going to bed at midnight and waking up at ten are going to be sleep deprived. Waking up and going to sleep at the same time are vital to reset the body’s infradian and circadian rhythms.
  - Besides physical capacity, sleep deprivation leads to decreased reaction times, the ability to process information, and increases emotional instability (more depression, anxiety, frustration).
  - The more athletic the individual, the deeper the sleep becomes. Individuals who have not been exposed to exercise in the past will tend to have more restless sleep due to catecholamine expression and greater tissue repair until adaptations occur.
- Time between Exercise Sessions

## Rest and Recovery cont...

- The rule of thumb has typically been 24-48 hours of rest after maximal exercise. Unfortunately, that does not take into account any of the previously mentioned factors that influence recovery. One study of trained subjects performing 3 sets of 10 repetitions (10 repetitions maximum) of 8 different exercises showed 40% of subjects recovered within 48 hours and 80% recovered within 96 hours. That was with trained subjects, not the individuals just arriving at BCT (look at the high number of failures in the 1-1-1 diagnostic APFT for a reality check). Weightlifters at the Olympic Training Center typically work out multiple times in a day for 2-3 days and then have a day off. A “fitter” individual recovers quicker thanks to multiple adaptations.
- Standardized PT alternates aerobic training days and anaerobic training days for a reason – to help recovery. By putting additional training (corrective action exercises, remedial training, foot marches, obstacle courses) in addition to morning PT, the commander has created the potential for overtraining and dramatically increased the risk of injury without producing additional benefits.
- During the recovery period, the muscles must have a chance to rebuild, as do the bones. Destructive metabolites (free radicals) need to be policed up by the body. During this recovery period, the body’s energy stores must be replenished through refueling.
- Having APFTs every 2 weeks is counterproductive. “Maxing out” or training to muscle failure violates sound training principles related to periodization of training (volume starts out high with lower intensities and progresses to lower volume at higher intensities with most training in the 75-85% of maximum range). The main Soldiers you really have to watch are the more motivated ones, who are striving to perform at a 100% level, no matter their ability group. Those are the ones who have to be reined in by the Drill Sergeants. Other, less motivated Soldiers may need some prodding to make it to higher levels, especially those who have never felt the burn of lactic acid before. Save maximal efforts for the final APFT.
- Soldiers who fail the APFT may just need rest or instruction in the proper way to execute the exercise. Instead of constantly retesting investigate the causes of failure.
- Muscle glycogen depletion coincides with fatigue. In other words, as the muscle glycogen levels decline, a Soldier becomes tired and performance declines. This decrease has a direct impact on short term anaerobic and high intensity aerobic exercise. Recovery must include replacing the glycogen stores. This replacement is accomplished by consuming carbohydrates, protein, lipids, and fluids – known in the IMT community as fueling. Soldiers must consume balanced meals. The timing of their fuel can positively impact their performance.

### Practical Applications for the Commander

- If possible, gradually introduce Soldiers to new sleeping schedules during the Reception process (expedited or blended). Change wake-up times in 30 minute increments.
- If possible, relook times that Soldiers arrive for training. Instead of the 2100 hours – 0400 hours reception, have Soldiers arrive to coincide with their biological clocks.
- Ensure adequate sleep prior to big training events requiring cognitive skills, physical skills (like the APFT or long foot marches), and reaction time (rifle qualification).
- Don’t crank up the metabolic processes by exercising within 2-3 hours of lights out. If anything, perform low intensity stretches prior to sleep to act as both a stress reliever and as a compliment to training.



## Rest and Recovery cont...

- Try to avoid interrupting sleep during the night. Given technology, is fire guard duty a necessity or just a vestige of the past?
- Follow exercise program to the letter and include any corrective action exercises as part of the overall program to prevent overtraining.
- Remedial PT may just be adding fuel to the injury fire. Try rest instead of more exercise.
- If you can tell that a Soldier is not physically responding, in spite of adequate rest and nutrition, try a gentler path to training and recycle the Soldier, giving them a longer opportunity to adapt.
- The APFT standard is for BCT is 50 points. For AIT/OSUT, it is 60 points. Training to a higher standard does not make a Soldier more physically ready for combat.
- Within the constraints of environmental concerns (notably heat and humidity), schedule the APFT for a time of day that is more conducive to maximal performance: 0900-1000 or early evening. A mid-morning or early evening session will afford Soldiers an opportunity to replace depleted glycogen stores that naturally occur over night.
- Adding equipment such as IBA at the beginning of training violates the principle of progression. Introduce additional equipment gradually as part of the overall training program. Remember that adaptations to the use of IBA and large ruck loads will be lost in AIT if not reinforced (detraining begins within 10 days).
- Taper training prior to a big event (APFT, long foot march) by decreasing the exercise volume (distance, number of exercises). No physical training should occur the day before the event (two days is preferable).
- Standing for long periods of time is draining on both the stabilizing/postural muscles and the muscles of the lower extremities. Add in IBA and other equipment and the strain is magnified. Get Soldiers off their feet whenever possible.
- Remember that the Drill Sergeants/Platoon Sergeants are also being affected by the training. Strategies for rest and recovery are just as pertinent for them.
- Three to four hours prior to a major training event, encourage Soldiers to consume a meal high in carbohydrates (grains, fruits, and vegetables).
- Afford Soldiers an opportunity to refuel during exercise such as a road march. A granola bar or an item kept out of their MRE is a good option.
- Encourage fluid consumption. The small intestine absorbs fluids and nutrients. This process is directly affected by the rate the stomach empties. Stomach volume increases the rate. Depending on the duration of the exercise event, small amounts of fluids should be consumed every 15-20 minutes. The fluid recommendation is to alternate between water and a carbohydrate-electrolyte solution.

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## Effecting Change

By: LTC Dean Weiler  
Commander, 2-54 Infantry

In some form or fashion, the Army has been doing IET training for over 200 years. With that history and lineage, organizations get into a battle rhythm that is extremely resistant to change. How does one actually get organizations to move in a direction that everyone knows is right or good? The resistance to change is formidable, the difficulty transforming the mind set of, “we have been doing this for over 200 years—we know what we are doing—why change,” can be frustrating. The following is a technique that I used to help break down resistance and transition our organization to a common goal. The three steps to effective change in any environment: assess, develop outcome-based strategies, and aggressive execution of those strategies.

### Assessment

Before one can achieve a noteworthy change, one must knowingly recognize the areas that need to be changed. My personal background and foundation on what change would be needed was limited; I had previously worked in the IMT arena with officer training, but was never exposed to issues that the IET environment grappled with. To gain the insight needed, I entered command with a very open mind and a clear canvas. During my initial assessment period the clarity for change in some areas came quite fast but determining whether an issue was at the battalion or company level took several months.

Based on my assessment, change was necessary, but I needed an approach to bring that change to fruition in a manner that would not disrupt or break the organization. I wanted the changes grounded in principles that were outcome-based, measurable, and sustainable after my departure.

The area that I assessed needed the most focus was Training to Standard, Safely. I placed all my energy and used a “thematic leadership style” to guide all the emphasis and majority of my engagements with the entire organization, especially with commanders. I empowered to the CSM, BN XO, BN S3, and S3 NCOIC to address other important issues.

### Develop Strategies-(thematic leadership)

Having determined the focus area, I needed a mechanism to educate, infuse, and permeate the organization with a stimulus that would cause change. I refer to this as thematic leadership, a strategy that allows a leader to articulate what it is you want the organization to do and provide a common theme in the day-to-day operations of the battalion.

For example, one of the immediate assessments that I was able to make is that IET organizations spend more time waiting than doing. In my training visits and walkthroughs around the battalion, I saw lines and lines of Soldiers waiting for an opportunity to execute a task. When the Soldiers finished they started waiting again for the next task or transportation. They waited for extended periods at the DFAC, during PT to climb a wall or rope, at the range, etc. Soldiers performed about 1 hour of effective training for every 16 hours of waiting.

If the goal is to produce the best Soldier possible in the 14 weeks available (Infantry OSUT course length), getting an hour out of every 16 is not a very effective ratio. Therefore, I developed a theme I called “Attack the Wait” (ATW). This is a simple phrase and once defined everyone in the organization will know what it means and be able to execute components of program, based on their influence level, towards a common end. A simple definition of ATW is that every waking moment Soldiers will be executing some task focused on making Soldiers the best they can be in the time allotted.

Based on the overall assessment I developed several other thematic topics similar in nature to ATW such as:

- “Immersion”: Everywhere Soldiers eat, sleep, train, and walk they will be completely inundated with Soldierization materials.
- “Challenge everyone; hurt no one”: Everyone comes to IET with a different level of fitness. The SPT was developed to get everyone to pass minimum require-

### Principles of Change

- Individuals and organizations vary in what they are capable of handling effectively in terms of volume, tasks, and change—some can handle more than others can.
- In general you have to yield to the lowest common denominator in order to get the entire organization moving together.
- Ensure that whatever change you are looking to implement addresses truly critical issues.
- Limit discussions and focus among commanders to those critical areas (this does not imply you ignore or avoid other issues).
- **Remember: focus on everything = lack of focus**

**CHUCK NORRIS  
DOESN'T WAIT  
TO ATTACK.**



**HE ATTACKS THE WAIT**

## Effecting Change cont...

ments and reduce the level injuries. The SPT program can do this, but within the program, there is still the opportunity challenge more fit Soldiers.

- “Find a way Every Day”: A significant number of personnel in the company were not participating in the daily PT program. Duty squad, sick calls, and equipment guards were the biggest excuses. This theme focused on getting every Soldier to participate in the physical program everyday in spite of distractions.
- “Follow-Me”: Soldiers are always looking for someone to lead them, in the IET environment the DS is that person. I saw a lot of my cadre on the sidelines barking instructions to the Soldiers, which was not inspiring. The DS that led his Soldiers through the workout was getting more out of every workout than those who were not. Soldiers in sensing sessions reported that the #1 motivational PT technique was cadre leading them through respective workouts not to mention that some of the cadre need the extra workouts as well!

To develop each of these themes in the magnitude appropriate to their importance is outside the scope of this article—the important thing is how you actually get the theme to work.

### Execute Strategies

Once the themes are determined, principles of the themes are inculcated to the daily life of all the members of the battalion. To infuse the battalion with the themes, I followed four main steps: sell the themes; empower personnel to execute those themes; have the patience to let the empowered personnel produce the results and effects that you are looking for; and hold cadre and Soldiers accountable for results and progress.

### Selling themes

If no one in the organization buys into the theme, it will not effectively stimulate change. People are inherently skeptical about anything different so the selling part is not as easy as publishing a document or making a speech. Every person is stimulated at different speeds and in different venues; every possible angle to infuse the theme into a daily battle rhythm for all cadre must be sought. This is not a onetime event; it is a process that must be aggressively continued until it is clearly understood by all. As personnel rotate in and out cadre that have “bought in” will help sell it, but the need to keep it at the forefront of communication mediums exists. Some of the major communication vehicles that I use to express the themes are the new-comer briefs, pre-fill inspections, training meetings, end-of-cycle AARs, command and quarterly training guidance, training site visits, and summary of weekly observations distributed to company command teams. The evidence that selling of these themes is working

### **Soldier Empowerment**

#### **Bravo Company: Soldier Empowerment at Malone 14**



### **Echo Company AOR Improvements Common Training Area Immersion**



**This quarter's improvement:** CTA / Bay Total Immersion. Drill Sergeants were given certain areas of the CTA and responsibility for their bays. They were issued the guidance to pick a theme and display words and images that would stand in as training aides while the drill sergeants were not present. We have Focused on the laundry rooms, stairwells and bays (the most heavily used areas in the company).

is when you hear cadre using them in daily conversation, themes appear on displays in personal offices, and Soldiers are using them when answering questions. See picture of the ATW that is posted in many DS offices, not necessarily the intent of the theme, but a clear indication that the word is getting out.

### Empowering

The second step after selling the theme is to empower cadre to develop methods of incorporating the theme into the regular battle rhythm. This may be difficult for some because it requires acceptance of solutions that may not be exactly what is expected. The ability to execute this step is an outcomes-based training concept; look for the application of the principle instead of a specific process. The empowerment piece is critical for a couple reasons. The commander can force the organization to do anything, but if the organization is only executing because of that force, the entire good will stop once the

## Effecting Change cont...

commander leaves. By empowering the cadre to establish their method of implementing the theme, command presence is not required for it to continue (i.e. real change versus person-dependant change). In general the guidance that I give in developing the method to execute a specific theme is “Left and Right barber poles and go!” The cadre we have are smart, resourceful individuals who can amaze on a daily basis. See an immersion example that one of the companies created for their laundry room.

Another portion of the empowerment step is actually getting the entire formation involved in the process. What empowerment means to the cadre has been addressed but one of the most prominent elements in the battalion is the Soldiers being trained. Getting them involved in the process makes it that much better. For example, the “Attack the Wait” theme can only be effective if both the cadre and Soldiers are empowered to execute. Many of the Soldiers in the formations are very capable and can greatly assist in the process. In the IET Journal issue 6, LTC Klawunder discussed Soldier assisted training, a perfect example of Soldier empowerment that helps inculcate this theme. There are a few key steps that have been done to make this work: the Soldiers have to want to do it; they have to be able to execute the task to standard; they have to be able to teach the task; and most importantly, they have to be able to assess the task to standard. For more advanced Soldiers a DS can execute this process in a very short period prior to a training event.

### Patience

The third step, probably the most difficult for most personnel, is having the patience for the Sell and Empowerment steps to work. In an environment where almost everyone has an A-type personality and wants instant gratification of visible results, patience is a difficult task that requires adherence throughout the process. Some personnel and organizations move at different speeds and accepting subordinate elements progressing at different rates is necessary.

### Accountability

The last step in the process, and the one that will determine if your improvement mechanism will really work, is accountability. For the ATW theme, there are two important levels of accountability, holding the cadre accountable and the cadre holding the Soldiers accountable.

Cadre are responsible for training and validating whether a Soldier can execute a task to standard or not. Once cadre validate the task and give a Soldier their stamp of approval, that Soldier then owns that task for the rest of their career. Holding the cadre accountable for that stamp is not as easy as it sounds. You cannot put a DS stamp of approval on a new Soldier when the DS has to walk that Soldier through each step prior to the Soldier executing. Mastery is the level we are looking for in our Soldiers for high payoff or critical tasks. Mastery means the Soldier can execute the task without coaching. Cadre cannot fall into the trap of walking the Soldier through the test. We know the cadre can execute. What we need to know is can the Soldier do it? We can maintain proficiency by conducting continual assessments from the time of the test, but it will not work very well if the test was not a true test.

To maximize the quality and quantity of Soldiers graduating IET, the Soldiers have to be accountable for their own training. For example, holding Soldiers accountable for the “Attack the Wait” training is a process in itself. There are some critical steps to take before we can hold them accountable that I have highlighted in the empowerment section. The training plan needs to have a quality control mechanism (trained cadre to act as an enforcer/stimulator). The cadre member assigned this responsibility should mainly focus on upholding the standard for quality repetitions. Some unique conditions that arise during this type of training are boredom and lack of focus. The longer personnel remain in an ATW training venue (reinforcement or concurrent) the more thought and ingenuity required to keep the Soldiers’ attention. Cadre need to make the task harder or more competitive by adding more challenging conditions to execute the same task. See picture of one company’s Soldiers executing ATW training.

### Conclusion

After 18 months, the process of using the thematic leadership to influence change seems to have taken root; the organization appears comfortable with the empowerment piece. I have seen endless examples of cadre looking for the best way to train their Soldiers. Having the patience to let the system work has been a contentious issue with some subordinate units moving faster than others do, but no one is pushing harder than the organization can absorb. Accountability is the last piece to take solid root. At the cadre and Soldier level, there have been multiple examples of cadre saying the right things but not following their own guidance, of cadre saying the right things to the Soldiers and then not enforcing the standard on those Soldiers.

Organizations at all levels and personnel in general are resistant to change. In an environment like IET mainly consisting of repetitive-type training, the need to have a plan to get the organization pursuing excellence is vital. Obtaining excellence is the goal, but commitment to the process of pursuing excellence is just as important. The process of using thematic leadership has allowed this battalion to improve the quality and quantity of Soldiers that we are sending to the operational Army significantly, and something that can help improve other organizations as well.

*LTC Dean Weiler is the battalion commander of 2-54 Infantry, an Infantry OSUT Battalion at Fort Benning.*

## A Commander's Letter to New Drill Sergeants

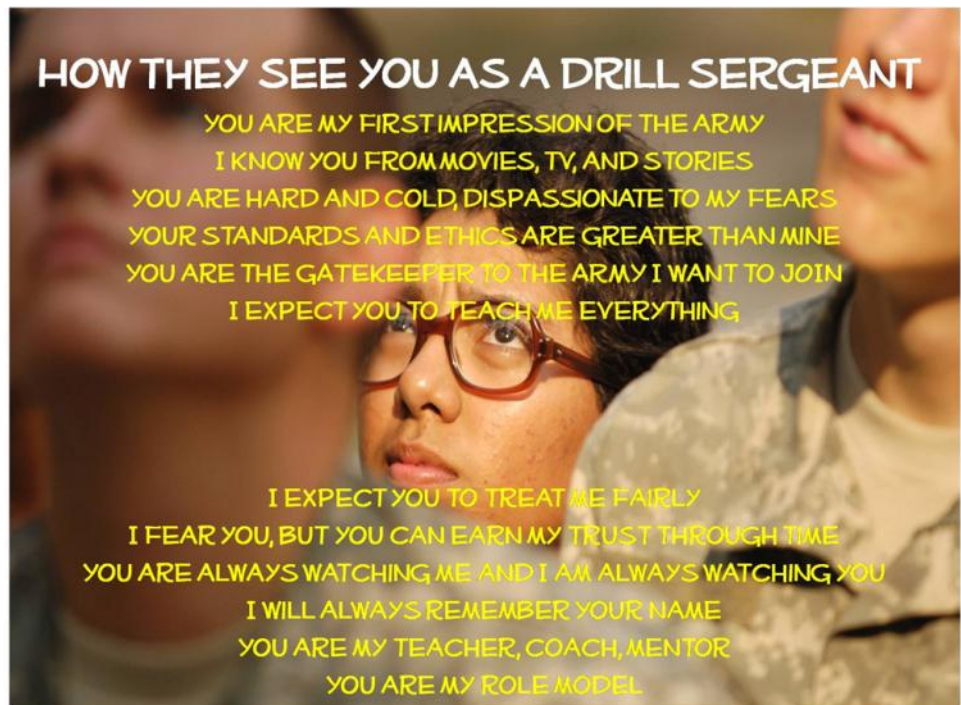
By: LTC Bryan Hernandez  
Commander, 3-34 Infantry

**This letter is provided to incoming Drill Sergeants within the 3-34 IN battalion in order to prepare them for their challenging position in a Basic Combat Training battalion. The intent is to reflect on the perceptions Soldiers and I have of them as they serve as Drill Sergeants. By understanding how others "see" them as Drill Sergeants, they can better understand the many expectations placed upon them and dynamics of the training environment so that they are successful.**

The Drill Sergeant is perhaps one of the most elemental figures in the entire military, responsible for the training and preparation of millions of Americans over the past several decades to fight its many recent conflicts in the defense of freedom. You join the ranks of a select few who wear the Drill Sergeant Campaign Hat and badge, signifying the standard bearer for the greatest military of modern times. Your creed as a Drill Sergeant properly surmises your responsibilities to train motivated and fit soldiers, instill pride, and lead by example. As many of you prepare to assume one of the most challenging jobs in the Army, that as a Drill Sergeant, I would like to offer a few words of perspective.

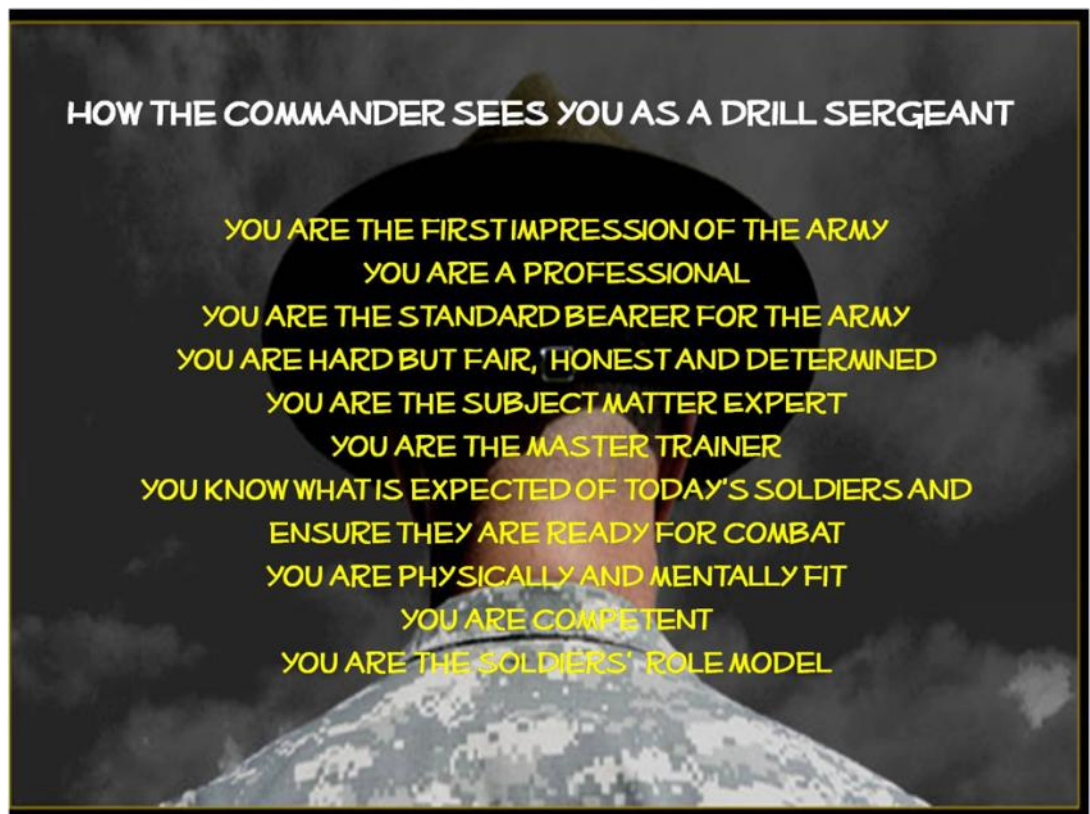
We are a nation at war, whose military has assumed the majority of the burden of war for the past eight years. The war we are engaged in is complex and requires a new breed of soldier that is trained in all forms of warfare, from conventional force on force to the ever-difficult counter-insurgency. Regardless of the conflict, your mission is to take America's sons and daughters and transform them from almost two or more decades of civilian life into a Soldier. This is no easy task. Simultaneously, you are most likely returning from your second or third tour in combat and dealing with your own series of challenges as you prepare to enter the life of the Drill Sergeant. It will not be the break you thought or the needed rest you deserved. This will cause angst for you, but can be overcome through professionalism and a commitment to excellence. Your hours will be long, and the frustrations many as you master the skills of temperance and patience. However difficult the task, you must remember that this nation and its Army have entrusted you as a Non-Commissioned Officer to teach and mentor its newest generation of Soldiers. Many of your recruits will graduate from Basic Combat Training and Advanced Individual Training, report to their first unit of assignment, and quickly deploy to war. This rapid and unforgiving timeline only stresses your importance in the early development of these Soldiers. My expectations of you are many, but miniscule in comparison to those who you will train.

As you prepare yourself, I offer two key points of perspective or perception from those with whom you will take this journey with, your commander and Soldiers. I believe it is important to understand how others see "us" as we perform our mission in order to better understand our strengths, weaknesses, and more importantly, expectations. The first point of view is from the Soldier you will train. They are young, impressionable, and unassuming as they leave their former lives behind to join an organization steeped in tradition and fortified by discipline and standards. Many come from diverse backgrounds and look to you as their role model for what they aspire to be one day. They expect to join the most professional and technologically advanced military in the world. Although initially fearful of the Army and its rigorous lifestyle, they quickly adapt and expect tough, realistic training. They are always watching you and observing everything you say and do. They look to you to teach them everything and they will always remember your name. Understanding how they view you as a Drill Sergeant is crucial in forming your preparation to training and interaction with them on a daily basis, under all conditions, as they adapt to military life. They have great expectations of you as a Drill Sergeant.



## A Commander's Letter cont...

A second viewpoint is that of your superiors and their expectations of you as a Drill Sergeant. Success starts and ends with the professionalism and competence of the Drill Sergeant and their ability to coach, teach, and mentor new Soldiers. As a commander, you have my full faith and confidence to execute your duties to the highest degree. Although you may not be initially a master in all the tasks you are required to train, I trust you to quickly learn them and understand that teaching the basics, the 'blocking and tackling', is what is important. You are the first impression for new members to the Army and set the tone and tempo for their success. The preponderance of Initial Entry Training rests upon your shoulders. You are asked to emulate all that is right in the Army on a daily basis, and through professionalism, equality, and fortitude, ensure Soldiers are trained well and treated justly. It is my responsibility to ensure that you are well resourced to perform your duties and provide a healthy command climate that promotes excellence while eliminating fear and trepidation. Finally, it is my



responsibility to understand when the long days and weeks have taken their toll and afford opportunities for your wellness and professional development.

The mission of the Drill Sergeant may seem to be an extremely challenging task, but you have in essence been preparing for this duty since the day you entered the military. Your battle-hardened senses and experiences have taught you what is required of Today's Soldiers in combat and peacetime. This is the time for you to pass on what you have learned, both from the books and the battlefield, to a new generation standing up to take their place in our Army. As you prepare for this enormous responsibility, I ask you to develop one more point of view, and that is of yourself....how do you see yourself as a Drill Sergeant? In your response you will find all the keys to success and ensure the recruits you train and transform are ready for their mission as an American Soldier.

*LTC Bryan Hernandez is the Commander of 3-34 Infantry, a BCT Battalion at Fort Jackson*

## Expanding the Training Base

By: 1LT Cliff Houde  
Commander, F/1-48 Infantry

Private Smith has just graduated from Initial Entry Training (IET). He is on his way to AIT and, shortly after, to a combat theater. The modern day IET Program of Instruction (POI) contains more content relevant to full spectrum operations than ever before. Outcome-Based Training and Education (OBTE) is improving the way in which this content is delivered to the trainee, better preparing this private for the Contemporary Operating Environment. But what about the structure of the IET organization? Are Reserve Component Training Divisions being used in the best way possible to support IET operations and prepare Private Smith for war?

**Problem Statement:** As the United States Army continues to rebalance and transform from Cold War skills and organizational structures to skills and structures that meet the needs of the 21<sup>st</sup> Century, does the mission of the Reserve Component in the IET environment need to transform as well? Has the Reserve Component already transformed informally but not officially in doctrine? Is the model outlined in FORSCOM/TRADOC REG 140-3 the best practice for both training IET Soldiers and maintaining the readiness of the Reserve Component BCT Companies in the Training Divisions?

As the Reserve Component Training Divisions transition to full execution of ARFORGEN, new processes and models need to be clarified and documented to communicate the intent and intended outcomes of this change.

### Background

To fully understand the present posture of the RC IET Company, a brief history lesson on RC Training Divisions is helpful. The first official use of Training Divisions was during the Korean War. These divisions were converted from National Guard combat divisions to create a rapid increase in training capacity and assist the Army in growing the force to meet the needs of this war. Since that time, the force structure of the Army has included Reserve Component Training Divisions who are ready to mobilize to state side locations in a time of national emergency. Once in place, they would expand the AC training base and swiftly supply the Army with the increased number of Soldiers required.



For the RC IET Company to be prepared, the unit must train and sustain the necessary skills to conduct the mission proficiently. According to TRADOC Reg 140-3, the preferred method of doing so is the **“Echo Company”** model (so named because the company is typically task organized as the E company of its OPCON active component battalion) at TRADOC Installations that are currently conducting IET. (Figure 1).

The Echo Company Model has been in place since the late 1980s and has been the primary method used by Training Divisions to maintain the readiness of their personnel. This model is traditionally used during “summer surge” at training installations. Essentially, the RC assists the AC Training Units in expanding their capacity during this busy time.

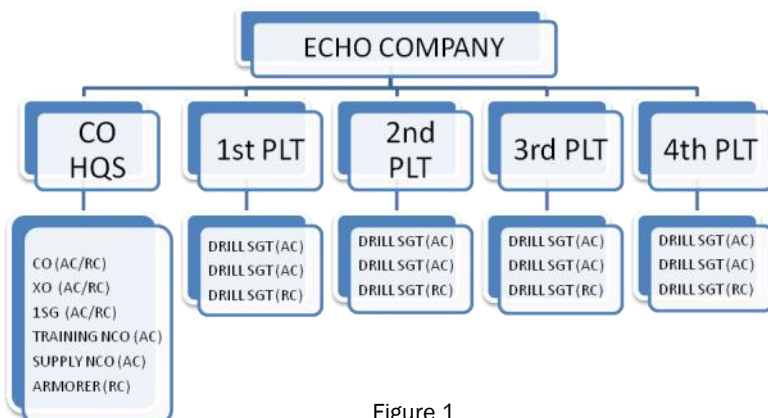


Figure 1

RC Companies from the Training Divisions come to the post during their Annual Training and the AC IET Battalion reconfigures the other companies to support this structure. (Figure 1) Each RC company is typically on the ground for 17 days. This includes a few days to get settled and acclimated, approximately

## Expanding the Training Base cont...

14 days in front of troops, and then a day or so to do a right seat ride and hand off to the next group of RC cadre coming on board. These 17 day rotations have been mostly successful for the RC in terms of helping them maintain their skills. However, significant effort is required by the AC unit to organize and prepare for the RC changes.

Over the years there have been many discussions regarding the pro's and con's of the Echo Company Model. This model has worked extremely well in assisting the RC in maintaining its readiness. There are few snags when communication, planning, and preparation are strong between the AC and RC components throughout the year. That said, the difficulties posed by the frequent hand offs are well known. Property accountability and turnover occurs every 17 days creating additional work. Company SOP's are difficult to work out when cadre and leadership with different experience are rotating in and out frequently. The training schedule and resources are not setup by the leadership that will execute the training. Trainees benefit from the diverse knowledge and training of multiple RC leaders but miss out on having consistent leadership throughout a cycle. This model also disrupts four or five other AC companies to arrange for an Echo Company. Although this has been the model of choice for years, there is a large amount of extra handoffs and coordination that needs to be done to assure the trainees are graduating with the intended outcome.

### Other Models

Another frequently used model is the “**Individual Augmentation**” model. In this model, the RC Drill Sergeants backfill the AC IET Companies throughout the AC Battalion. No additional company is added to the Battalion. This assists the RC Drill Sergeants in maintaining their skills as trainers while increasing the manpower of the current training base. However, this model does not give the RC Units an opportunity to practice their craft as a unit, and rarely presents training experiences for company leadership and staff.

In recent years, due to OEF and OIF, a growing number of Companies from the Training Divisions have been mobilized to active duty to expand the training base, what some would call the “**Mobilization**” or “**Training Base Expansion**” (TBE) model. Mobilizations for such units could be for 6 months, 12 months, or the specific length of time determined by projected timing and increase of trainee populations. The Mobilization Model follows the same design as RC units mobilizing for combat; this is the wartime mission of RC training units, and we are currently at war. The experience the RC cadre gains from such mobilizations strengthens Training Divisions, allowing them to be better prepared for future missions. For the AC, this model has less moving parts, provides more consistency, and is simpler to organize and operate. Trainees benefit from consistent leadership who know them and conduct the Soldierization process throughout the training cycle. However, such mobilizations are only beginning to become part of a formal ARFORGEN process.

In the June 2009 edition of “Army” magazine, GEN Charles C. Campbell, Commanding General, FORSCOM, describes the ARFORGEN cycle as a continuous, adaptable, supply-based model and demand-based process. FORSCOM units have a set cycle that moves them from a reset period to a period of training and increased readiness, to being ready and available to conduct full spectrum operations. RC units under TRADOC are currently not following a clear, adaptable process such as this, but are moving in that direction. Leaders in the Training Divisions, such as Major General James B. Mallory, Commander of the 108<sup>th</sup> Training Division are now advocating for such RC training units to utilize an ARFORGEN cycle.

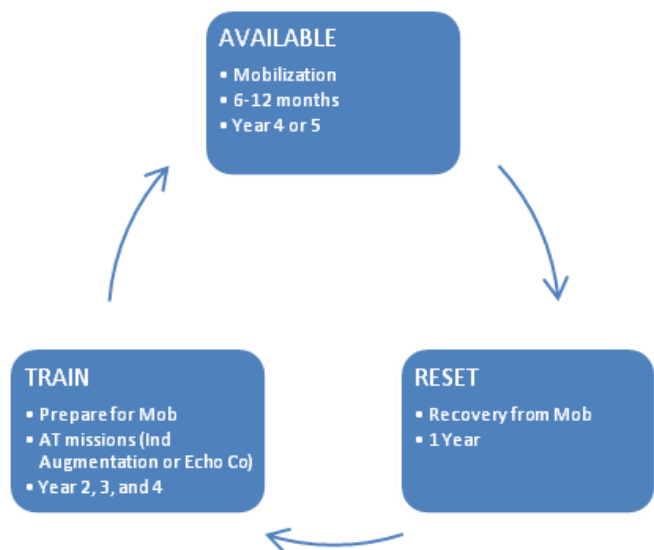


Figure 2

## Expanding the Training Base cont...

*"The Army Reserve has transformed from a strategic force in reserve with training base expansion missions conducted with rotational two week missions in an annual training status to recurring mobilizations of units one year out of every five IAW the USAR ARFORGEN model. The employment of RC Company, A/1/304th in the 1st Bn 48th Regiment is a perfect example of the way ahead as we transition to full execution of ARFORGEN."*

MG James B. Mallory III  
CG 108th Training Command (IET)

### Synchronized and Adaptable

Regardless of the model followed in utilizing the Training Divisions, one thing is necessary: better coordination between AC training units, TRADOC, and RC Training Divisions. As referenced above, ARFORGEN is intended to be synchronized and adaptable. This is difficult to achieve when policy, responsibilities, and guidance for the planning, conduct and evaluation, of RC training units in an ARFORGEN cycle has not been clearly agreed upon or communicated.

Further discussion of the following questions would benefit TRADOC, RC Training Divisions, AC IET units, and ultimately, the Soldier being trained:

- What is the future role and mission of the RC IET Company in the BCT Environment?
- Will TRADOC Regulation 140-3 be updated or superseded by another regulation?
- Is the Echo Company model a thing of the past?
- What can RC Training Divisions, TRADOC, and Training Posts do to become more synchronized, helping these units complete their mission with maximum effectiveness at a decisive place and time?

*1LT Cliff Houde serves as a Basic Training Company Commander for F/1-48 Infantry "Warriors", Fort Leonard Wood, MO. He and his cadre are a mobilized Army Reserve Training Company (A/1-304th Infantry, Londonderry, NH).*

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- *Army Training and Leader Development Guidance*, FY10-1, General George W Casey Jr., Army Chief of Staff, July 31, 2009
- ARFORGEN: Maturing the Model, Refining the Process; *Army Magazine*, June 2009. GEN Charles C. Campbell

## The Need for Knowledge Management in Initial Military Training

By: Darrell Strother  
Knowledge Management Officer

As many readers already know there is a growth of interest in Knowledge Management (KM) within the Army. We've seen significant improvements in Operating Force success from KM efforts and TRADOC is working diligently to see similar improvements. In the IET Journal Issue 3, January 2009 Mr. Marken provided an in-depth look at Knowledge Management in Initial Entry Training. With that article in hand, the goal of this article is to focus on the application of KM and further define it.

The Army definition of KM found in FM 3-0 is "the art of creating, organizing, applying, and transferring knowledge to facilitate situational understanding and decision making."

Simply put, the goal of the Knowledge Management Professional is not to be the all knowing guru but rather to facilitate the exchange of knowledge using people, processes, technology, and content. By doing this we can prevent repeated experimental learning, increase efficiency, and thus dramatically increase the conditions for success of the individual and the organization. I think Bob Dalton said it even better in his *Practical Primer on Military KM 20090617*, "the *ultimate* goal of military Knowledge Management has always been crystal clear and is simply to facilitate *experiential* knowledge transfer between Soldiers."

If we were to look at the experience level of any one Soldier, we would likely agree the longer a Soldier works in a duty position the more knowledge they capture about the position and those around him. If that is true then it seems reasonable the more knowledge a Soldier can pass on to another Soldier taking his/her place, the more success that person and thus the organization will have. If that weren't the case, many of us wouldn't have spent a significant amount of time creating "smart books" to pass on to our successor.

Unfortunately, many of the things we learn in a duty position can't be captured in a smart book, are difficult to verbalize, and often fail to get passed on. Instead the new Soldier spends time learning the lessons of the past. Despite our best After Actions Reviews, Center for Army Lessons Learned publications, Combat Training Centers, and numerous other systems designed to capture and transfer knowledge, some important knowledge is always lost in transition, or is never converted from Tacit Knowledge to Explicit Knowledge.

Many leaders might point out the best lessons and knowledge is learned firsthand, and this helps develop our junior leaders and our Soldiers in general. However, a successful KM program can provide the same result with reduced cost. One common example of potential savings from the Air Force is that of the first crash of the B2 Stealth Bomber in Guam on 23 February 2008. Both pilots ejected safely and investigators determined the cause of the crash to be moisture in sensors and estimated the loss of the aircraft at \$1.4 billion. The crash probably could have been avoided if knowledge of a technique to evaporate the moisture had been disseminated throughout the B-2 program according to the head of the investigation board. In fact, two years earlier some crews developed a method of heating the sensors to evaporate the moisture but it was never formalized into a technical order or captured in lessons learned. Only some pilots and maintenance crews knew of the suggestion.

Another example from the Operating Force occurred in Baghdad when Al Qaeda in Iraq observed that coalition forces tore down Saddam Hussein and anti-American posters with regularity. So they began booby-trapping the posters to explode when Soldiers removed them. They initially had some success but the information was posted to CAVNET and read by a Captain on the other side of Baghdad who briefed his unit, which then uncovered the rigged posters in its sector and safely disposed of them.

These situations demonstrate that KM processes can be used to save both dollars and lives. Not only can they be saved in the Operating Force but in the Generating Force as well. Sharing Best practices across TRADOC can have similar savings and increase training efficiency. In Basic Combat Training (BCT) alone there are five installations executing this mission. By sharing the experience of the Drill Sergeant from one installation, querying information from other installations, we can improve training. The same process can likely assist Advanced Individual Training and One Stop Unit Training on a daily basis and pass on the experience of those individuals moving back into the Operating Force at the completion of their time in the Generating Force. In order to facilitate this process the Initial Military Training Knowledge Network (IMTKN) is being developed and tested. Unlike many other Warfighter Forums (WfF), the IMTKN is currently SharePoint based and works much like a repository of

## Knowledge Management cont...

information. The most current Training Support Packages are located there, as well as other useful information from the research community. Our goal is create a location all trainers can post their best practices and others can find them when their schedule allows. It also contains a contact section that provides contact information of key writers and training developers. At this time the IMTKN is completing its test for BCT and if the SharePoint format is functional for this effort, will expand into AIT, OSUT, and Basic Officers Leadership Courses (BOLC).

The IMTKN is located at <https://cac.tkeportal.army.mil/sites/USABCTCoE/dbct/IMTKN/default.aspx> and AKO password protected. Any CAC Card holder can view and post information to this site and share it with other trainers.

*Darrell Strother is the Chief Knowledge Management Officer for the Directorate of Basic Combat Training and directly supports the USABCTCOE and DCG-IMT.*

### Principles of Knowledge Management

#### **PEOPLE DIMENSION**

**Principle 1** – Train and educate KM leaders, managers, and champions.

To create a culture of collaboration, the Army needs to educate the next generation KM change agents who understand KM Principles and technologies

**Principle 2** - Reward knowledge sharing and make knowledge management career rewarding.

What gets rewarded in organizations gets done. Reward structures guide organizational and individual behavior.

**Principle 3** – Establish a doctrine of collaboration.

A collaborative environment fosters new ideas, understanding, and ways to execute the commander's intent.

**Principle 4** – Use every interaction whether face-to-face or virtual as an opportunity to acquire and share knowledge.

Continuous learning is an expected day-to-day activity. Learning faster than adversaries or competitors yields short and long-term results.

**Principle 5** – Prevent knowledge loss.

Knowledge is perishable. It has a life cycle. The life cycle can't begin until it is documented and assessed for its value.

#### **PROCESS DIMENSION**

**Principle 6** – Protect and secure information and knowledge assets.

Denying adversaries access to key information gives US and coalition forces the decisive advantage to securely communicate and collaborate across geographic and organizational boundaries.

**Principle 7** – Embed knowledge assets in standard business processes and provide access to those who need to know.

Leverage digital media to add context, understanding, and situational awareness to operations and business activities.

**Principle 8** – Use legal and standard business rules and processes across the enterprise.

Established business rules and processes are repeatable, reducing learning curves and promoting consistent quality products and services.

#### **TECHNOLOGY DIMENSION**

**Principle 9** – Use standard collaborative tool sets.

Training on and using common collaborative software tool sets reduces training and maintenance costs while creating a common platform for data, information, and knowledge exchange in theaters and with other partners and organizations.

**Principle 10** – Use Open Architectures to permit access and searching across boundaries.

Create seamless and ubiquitous service-on-demand when one client application requests services for another complimentary application.

**Principle 11** – Use a robust search capability to access contextual knowledge and store content for discovery.

With the exception of classified information, knowledge bases should be accessible and searchable by search engines that deliver contextual knowledge and information.

**Principle 12** – Use portals that permit single sign-on and authentication across the global enterprise including partners.

Using the Army's enterprise portal for access and authentication lessens confusion for users and provides a standard process for accessing enterprise knowledge assets while reducing total cost of ownership of other portals, websites, or knowledge networks.

#### **CONTENT DIMENSION**

**Principle 13** - Use the most complete, and relevant materials possible to maintain the best practices in light of present and future challenges.

Content is carried and propagated through the other three KM component mediums. If kept current, content and materials keep US and coalition forces at the forefront of issues, tactics and principles needed to overcome rapidly changing battlefield scenarios

*Example: Content can take many forms and pervades every aspect of knowledge management:*

*From the Army Knowledge Management Plan; 3 Sep 08.*

## Resiliency Training in Initial Entry Training

By: COL Craig Currey  
Director, Directorate of Basic Combat Training

Since the August 2009 IET Commander/CSM Conference at Fort Benning, Georgia, we have continued to develop the approach to resiliency training in IET. COL Darryl Williams of the Comprehensive Soldier Fitness (CSF) element in Washington DC, who spoke at the conference, has continued to coordinate efforts to implement resiliency training across the Army. Our concern in this article will be to clarify what is going to occur in IET and ensure a commonality in terminology, so IET cadre know what to expect.

CSF has laid the groundwork for what is happening in the Army and subsequently in IET. Resilience, defined as “the ability to grow and thrive in the face of challenges and bounce back from adversity,” manifests itself in five dimensions of strength. These areas are physical, emotional, social, spiritual, and family. A Soldier must develop in all areas throughout his or her career. As tangible gains are made by the individual, the overall resilience will improve, so that when Soldiers deploy to combat or perform in their units, they will grow under adversity—not diminish. Hence, the program is holistic and will be throughout a Soldier’s career with periodic surveys, module training, and incorporation into all military educational system levels.



Resilience training will take many forms in IET. The Master Resilience Trainer Course (MRTC), Global Assessment Tool (GAT), and Sustainment Resilience Training (SRT) are the three main venues in IET. These programs will directly impact IET cadre and Soldiers and should be understood by all to avoid confusion while maximizing the desired training outcome.

CSF, TRADOC, and DCG, IMT have been working diligently to stand-up the MRTC at Fort Jackson. Selected cadre have gone to pilot courses at the University of Pennsylvania (UPENN) while others have received simulcast classes of the same material at Fort Jackson. The MRTC is the level one certification of the resilience material developed by UPENN. The ten-day course focuses on mental coping, thinking, and optimism training skills. These approaches are designed to enable the students to return to Army units and teach the techniques. Some of these techniques have been done in the past, but they are now named, easier to explain, and refined. In IET, Advanced Individual Training (AIT) Platoon Sergeants (PSGs) and One Station Unit Training (OSUT) Drill Sergeants (DSs) will all receive the MRTC. The CSF plan is to move MRTC from UPENN to Fort Jackson, under TRADOC and DCG, IMT control. The first MRTC pilot at Fort Jackson will occur in April 2010. As the course stands-up monthly, all AIT PSGs and OSUT DSs will begin receiving the training after the Drill Sergeant School course and AITPSG course at Victory University. These cadre groups were selected because of their longer exposure to Soldiers and that the two cadre types ensure all Soldiers will be exposed to the MRT ideas in IET.

MRTC will be a part of the Victory University (VU) at Fort Jackson. VU staff has been working hard with post agencies to ensure the new building is ready for an April start date. The building,



## Resiliency Training in Initial Entry Training cont...

known as a rolling-pin barracks, requires some work and repairs to be ready to house the new course. VU personnel are also hiring twenty-two civilian instructors and acquiring 12 military facilitators. The course has minimal large group classes at 60 students, and separates quickly into 30-man classes and mainly 5-man facilitator classes. All course material will be entered into Army doctrine and training systems, so it is treated as any other Army course with established standards and lesson plans.

The Chief of Staff of the Army (CSA) also directed that all Soldiers conduct the GAT for the first time during BCT. This first survey provides a baseline of responses before the Soldier is changed by military training, allowing for a good look at who the Soldier is upon arrival into the Army. The five Army Training Centers (ATCs) have submitted resourcing requirements to TRADOC and are working to create computer areas to facilitate taking the GAT. The plan is for limited computer access, so all normally required security classes can be postponed until the Soldiers report to their first unit of assignment. The goal will be to do the GAT survey and move on to other training. The planned developmental modules will not be given to the Soldiers in BCT. They will simply take the survey to establish a baseline of the Soldier before months of training have impacted her or him.

There is also Sustainment Resilience Training (SRT), formerly known as Battlemind training, in BCT. This class was directed by the CSA for implementation in BCT beginning on 1 August 2009. This one and half hour training block was very similar to pre- and post-deployment training. This course is currently being relooked for modification into an SRT format. The updated lesson will be properly vetted and replace the current Battlemind lesson. Battlemind is an outdated term in IET; SRT is the proper acronym as we move forward.



The Drill Sergeant School (DSS) is already adjusting to keep pace with the changes. They are modifying the current fourteen hours of Army Center for Enhanced Performance (ACEP) instruction to eight hours of summarized MRT training and six hours of ACEP training from the current MRT course. All fourteen hours will be called resiliency training. The Drill Sergeant Leaders and ACEP cadre will teach these hours and fine tune the time to be useful for the DS Candidates (DSCs). As only OSUT DSs will get the training in more depth at MRTC, the other DSCs need the overview to understand the approaches, terminology, and use in coaching, teaching, and mentoring new Soldiers. AIT PSGs will come after them and continue the transformation process and resiliency growth. DSS is also making the appropriate modification to SRT and

piloting "The Quiet Enemy" de-stigmatizing scenario material and new Army Values material that will be developed by the Army Center of Excellence for the Professional Military Ethic (ACPME). Although the last two are not CSF initiatives, they are helpful to resilience training and linked to preparing a more capable Drill Sergeant.

April 2010 is a significant month for resiliency training. You should know how your cadre's training will improve and that they will be able to apply MRT techniques in developing our Soldiers. As the MRT-trained cadre arrives at your post, use them for leadership classes to develop your leadership. The GAT can be accessed by all at <https://www.sft.army.mil/>. All leaders are encouraged to take the survey to understand what the new Soldiers will be asked to do. The Values in Action (VIA) survey is also available at <http://www.viacharacter.org/VIASurvey/tabid/55/Default.aspx>. It is the beginning building block for MRT instruction.

MRT material is in the book entitled *The Resilience Factor* by Dr. Karen Reivich and Dr. Andrew Shatte. It will explain the MRT concepts if you have not been to the course. Resiliency is here and moving out. The implementation will be dynamic, and will benefit the force. Your efforts to prepare for it and know exactly what is going on will ensure you capitalize the most from it.

COL Craig Currey is the Directorate of the Directorate of Basic Combat Training.

## 09L Interpreter Training Program

By: 1LT Burton Milnor  
Executive Officer, E/187th Ordnance Company

Hailing from such places as Baghdad, Basra, and Mosul in Iraq, and Kandahar and Kabul in Afghanistan, the United States Army trains its own "Combat Interpreters" rather than relying solely upon locally hired interpreters.

In 2003, the Office of the Secretary Defense directed the recruiting and training of heritage and native speakers with the goal of integrating them into our formations to improve combat effectiveness. This program draws on one of America's great strengths that her diverse population has always, in times of war, been willing to answer the call to duty.

Fort Jackson was chosen as the host of the program out of the desire for a single Basic Combat Training (BCT) and Advance Individual Training (AIT) venue with Army G1 as the proponent. The initial mission was to provide the United States Army with qualified Soldiers with the 09L MOS, to serve as Inactive Ready Reserve (IRR) linguists in the Arabic language. The program was inspired from the 97L program of instruction (POI). The intent was to recruit and train 250 Soldiers with native language skills, Army Standardized Vocational Aptitude Battery of 10, and between the ages of 17-40. After enlisting, Soldiers went through three weeks of English as a second language training at Lackland Air Force base, immediately followed by nine weeks of training at Fort Jackson, which included 6 weeks of basic combat training and 3



weeks of Advanced Individual Training. Soldiers then completed a final field training exercise integrating current operational scenarios (conduct reconnaissance, provide translator support to Civil Military Operations, and support check-point operations).

Due to the growing requirement to encompass the Warrior Tasks and Battle Drills within AIT and feedback from the Soldiers stating, "We want to be *real Soldiers* like everyone else", the program was transformed into an AIT program of Instruction. Echo Company, 187<sup>th</sup> Ordnance Battalion was chosen as the host for the new AIT because the 187<sup>th</sup> was the largest AIT training battalion on Fort Jackson and Echo Company had the assets and leadership to take on the challenge. 09L trainees now attend the normal 10-week BCT course, fully integrated with other basic training Soldiers, and an expanded seven and a half week AIT. Since early 2004, almost 900 of the Army's Soldier Interpreters have graduated from the MOS 09L Advanced Individual Training (AIT) located in the 187<sup>th</sup> Ordnance Battalion, Fort Jackson, SC.



These Fort Jackson Soldiers receive advanced training on how to interpret and identify essential elements of information in a conversation. Soldiers spend four weeks conducting practical exercises and performance testing on interpretation in support of checkpoints, cordon and search, medical & civil affairs, bi-lateral negotiations, and governmental and legal affairs missions. Soldiers also receive training in area of operation specific cultural awareness, in order to advise their chains-of-command on language and cultural matters.

The end of cycle Field Training Exercise (FTX) consists of a ten day deployment to the National Training Center at Fort Irwin, CA. The partner-



## 09L Interpreter Training cont...



ship between Fort Jackson and Fort Irwin allows the trainees to hone their Soldier and MOS skills in the most realistic training environment the Army has to offer. 09Ls have supported the 82<sup>nd</sup> ABN DIV, 25<sup>th</sup> ID, 1<sup>st</sup> ID, 2<sup>nd</sup> ID, 3<sup>rd</sup> ID, 1<sup>st</sup> AD, and the 1<sup>st</sup> CAV DIV in this capacity. One unit S-3 commented, "We need to have them assigned to this unit immediately. The wealth of good they have been would only be that much more in Iraq." A company commander also added, "He was the best interpreter I have ever worked with. His interpretation was outstanding, but what set him apart and above the others was his ability to issue cultural advice and provide outstanding security as a Soldier." When asked about his NTC rotation, one Soldier said, "For me, NTC is a very important experience that I have garnered many lessons from. The time with real

Soldiers who have served in combat zones for many years made me feel I am really on a battlefield."

To date, 09L Soldiers have deployed with nearly every major combat unit in Iraq and Afghanistan, and have proved invaluable additions to Military Transition Teams, Provincial Reconstruction Teams, Special Forces elements, Human Terrain Teams, and Tactical Human Intelligence Teams.

Currently the 09L Program recruits native and heritage Arabic, Kurdish, Farsi, Dari, and Pashtu, speakers, the Army is constantly re-examining the need for other language sets in support of commanders throughout the our areas of responsibility. A recent Department of the Army initiative approved a pilot program for both the PACOM and AFRICOM language sets.

One AIT instructor sums up the role of the 09L this way, "We are communications engineers, building bridges that span the gap of culture and language wherever the Army is called upon to serve throughout the world. The vast majority of our Soldiers join the US Army in a time of war in order to give something back to the country that gave them a chance for a life that wasn't to be found in their country of origin."

Over the past few years Echo Company and the 187<sup>th</sup> Ordnance Battalion have been able to expand the scope and improve the execution of initial 97L MOS POI into the 09L POI. Currently this program is fully operational and is a definite combat multiplier for the operational Army.

Echo Company, 187<sup>th</sup> Ordnance Battalion and 171<sup>st</sup> Infantry Brigade will formally hand over the operation of the 09L School on 27 January 2010. While it will be a sad day for the leaders and cadre of E Co, 187<sup>th</sup>, it will be a testament to their success. We are proud to have played a part in forging the way ahead for the 09L MOS and look forward to transitioning a successful program to the Military Intelligence Corps at Fort Huachuca. We wish them the best of luck and look forward to their continued growth in the future.

*1LT Burton Milnor is the executive officer of E/187 OD with oversight of the 09L Program at Fort Jackson.*





To submit a story, please send to the editor:  
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We are looking for articles of interest to share with the IMT community. If you have a lesson learned, interesting story, or training idea that you would like to share, please submit your article to the DBCT at the e-mail address above. Include related graphics. Please submit images as separate attachments in the same e-mail. The DBCT reserves to the right to perform editing for format and clarity without notification of the author.

[http://www.tradoc.army.mil/  
dcgimt/index.htm](http://www.tradoc.army.mil/dcgimt/index.htm)

*DBCT MISSION: The DBCT will develop, refine, and support Basic Combat Training (BCT) across DCG-IMT through doctrine, education, knowledge management, research, and training support. Serve as the proponent for BCT, Drill Sergeant Program, IET Reception, IET Leader Education and Training (Victory University) Courses, Army Physical Readiness, and Warrior Transition Course (WTC) to ensure training is current and relevant. Achieve outcomes from strategic and critical thinking that determine the right tasks, drills, and support to transform individuals and institutions effectively, while at the same time providing the highest quality of life and care for Soldiers, Civilians, and Families. On order, perform duties as directed by the Commanding General of the DCG-IMT.*

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## In Brief: Notes and Notifications...

Lesson Plans and Training Support Packages are being continuously updated. You can always get the most recent copy of the Basic Combat Training Program of Instruction and its associated lessons and support documents at our AKO Site:  
<https://www.us.army.mil/suite/kc/6544544>

The AIT Platoon Sergeant Course (AITPSGC) has been directed by CG, TRADOC to consolidate all training operations at Fort Jackson effective 3 January 2010. If you have Soldiers scheduled to attend the AITPSGC at a separate installation after that date contact HRC, Drill Sergeant Branch to reschedule their training.

Changes to the BCT POI will be announced at the IMT Commander Conference in February.

The DCG-IMT is currently reviewing a Lean-Six Sigma analysis of reception operations for initial military training. Be on the lookout for changes to reception programs to include changes to blended and expedited reception programs.